

ED 1650

TRNG

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NO CHANGE in Class. ☐

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Class. CHANGED TO: **ES S** **(C)**

10 May 1954

Auth: **DDA Memo, 4 Apr 77**

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Date: **090278** By: **025**

MEMORANDUM FOR: Director of Training

SUBJECT: Student Critique, Phase II, Course 7

1. The following comments are offered in lieu of the incomplete critique submitted at the training site.

2. Teaching methods. There is excellent balance between lectures, demonstrations, field work and discussion. Student interest is kept at a high level throughout the course. Due to the great amount of theory to be absorbed, however, I believe that some increase in the purely academic approach would be beneficial. This would, in turn increase the effectiveness of the practical work. One way to accomplish this within the present time limits, would be by inclusion of occasional brief written tests. These should be mostly of the objective (true-false, multiple choice) type. They should be corrected by the students themselves and should be retained by them. In this way, they would not require much time nor add much to the instructors' work-load. They have the advantage of helping the student to fix in his mind the points which must be remembered, and, at the same time, they enable him to spot his weaknesses.

3. Lectures.

a. A few of the lectures dealt chiefly with generalities applicable to any form of human endeavor rather than with the specific details of the clandestine activity under study. For example, the repeated statement that "common sense and experience" are "indispensable" adds nothing to the student's knowledge of the subject. It is recommended that instructors, in reviewing and revising their lectures, keep in mind the need for specifics and the elimination of generalities.

b. The lecture on "surveillance" was so generously sprinkled with visual aids as to distract from the important points to be learned. It is recommended that it be revised accordingly.

4. Student work-load. There was considerable "grousing" by the students about their "long hours of work". It is believed that this "grousing" was never meant to be serious, and that the work-load is not too heavy.

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5. Briefings for field problems. Too much time is spent answering questions (many of them silly) about the problems. All necessary instructions and assumptions should be laid down in writing and issued with the statement of the problem. The oral briefing should be eliminated.

6. Student assessments. It is believed that mutual assessment by students of seminar groups cannot give valid results. The groups are so small, and the time spent together is so brief, that the opinions given can be little better than very rough guesses. It is incorrect to draw a parallel between this procedure and the rating system used at West Point, since the conditions under which they are made are totally different. Knowledge that such mutual assessment will be required introduces an artificial atmosphere into seminar discussions. It is recommended that this be discontinued.

7. Course critiques. These should be completed before study materials are turned in. That would permit more specific and constructive comments, since the student could then refer to his notes in making his critique.

8. General. The course is excellent. It meets its objectives as nearly as that is possible within the allotted time limit. I believe that it has great value for all members of the Clandestine Services, regardless of their field experience or lack of it.

/s/

Col., PM Staff

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